

## TEACHERS' INSTITUTE.

FRIDAY—Evening.

After the institute was called to order, a solo by Miss Carrie Moore was much enjoyed by all. The chairman of the committee on School Legislation announced that they were ready to report. Resolution No. 1 was read and discussed. After a little modification Supt. Paris moved that it be adopted with amendment which was unanimously carried. The resolution is as follows:

Whereas, the two State Normal Schools and the Pedagogical Department of the State College, are all creatures of the state, designed for the same noble purpose, being supported by all the taxpayers alike, and whereas, by favored legislation the said Pedagogical Department of the State College is enabled to grant a state certificate for a very short period of attendance, and this being an unjust discrimination against the State Normal Schools and other worthy institutions of learning in this state; Therefore, be it resolved, that the Crittenden County Teachers' Institute assembled do hereby request our Representative and Senator in the next General Assembly of Kentucky to work for the passage of a law that will remove this injustice and discrimination. Further be it resolved, that the Normal Department of the Kentucky State College be put on an equal footing with the two State Normal Schools, and the Normals to act as feeders to the still higher course to be offered by the Kentucky State College.

Resolution No. 2. Be it resolved, that the third class certificate be abolished. Miss Addie Boyd moved that this be adopted, which was also unanimously carried.

Resolution No. 3. Be it resolved, that the schools not be allowed to begin their fall term before the first of September. The wisdom of this resolution was discussed and the motion was made to lay it on the table which was done.

Resolution No. 4 was adopted with an amendment. The amended resolution reads: Be it resolved, That there be a change in the adopted text-books as soon as the present contract runs out.

Resolution No. 5. That a law be made giving to trustees instead of the magistrates, the right to fine pupils for damages done to the school property. Mr. E. E. Phillips made the motion to table this resolution, which carried.

Resolution No. 6. That the county tax be raised five more cents on the hundred dollars. This resolution was carried.

Resolution No. 7 was read and after it had been amended was adopted. The amended resolution is: Be it resolved that thirty-five dollars be the minimum salary of the public school teacher.

Resolution No. 8. That the time for compulsory attendance be made sixty days instead of forty days; also the penalty for non-enforcement be made more severe. Mr. C. O. Pogue made the motion to adopt this resolution which was done.

Resolution No. 9. That the County Superintendent be required to fill all vacancies in the board of trustees within thirty days after the October election, and have all boards fully organized for the following year. On motion this resolution was adopted.

Resolution No. 10. That we need a law compelling trustees to furnish complete apparatus for school work. On the motion of Miss Addie Boyd this resolution was tabled.

Next on the program came the question, "What have I learned this week that I can take into my school and use to an advantage?" Many and varied were the answers given to this question, showing that the week had been altogether a profitable one.

The motion was made that the President and Secretary's fees be given, which was carried. The chairman of the committee on Resolutions read the following:

We, the Committee on Resolutions, submit the following reports:

1. Resolved, that the thanks of

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this institute are hereby tendered to Prof. Sharon for the able and efficient manner in which he has conducted our institute.

2. That our sincere thanks and appreciations are due Prof. Williams for his unexpected visit and his fine talk on education. Prof. Williams is one of the ablest men in Kentucky and we, as teachers, heartily appreciate his position in our home Normal.

3. That our greatest appreciations are to our Presidents, Mr. Pogue and Mr. Thomas for the honest efforts and accomplishments they have obtained, hoping that they will again occupy the same chair.

4. That we tender Miss Mamie Henry and Miss Mabel Minner many thanks for their efficient work as Secretary of our institute.

5. That we extend to Mr. J. B. Paris, our worthy Superintendent, our thanks for his untiring and excellent efforts to better the conditions of our schools, and for his service in making our institute a grand success.

6. That we are thankful to the trustees of Marion Graded School for the use of their house in which we have held our institute.

7. That we extend to any and all teachers who have been detained at home on account of sickness our sympathy for them in their afflictions.

8. We also want to thank the committees for their grand work and that we may take some of their good propositions home with us and use them in our schools.

FRED STONE, Chairman.

A. A. FRITZ.

These resolutions were adopted as read. After the song, "God be With You," the president adjourned the institute sine die.

MAMIE HENRY, Secretary.

M. F. POGUE, President.

The following, "Proper Methods of Instruction in giving the Child a True and Useful Education," was voted to become a part of the minutes of the Teachers' Institute:

The very foundation of society is the public school system. The grammar school especially is the bulwark of society. Here the future citizen is moulded. Money judiciously expended in the betterment of the public school system, achieves results ten-fold greater than that expended upon institutions devoted to the so-called higher education.

The public school is, in the long run, the guardian of the public purse and public morals. As at present conducted, the greater part of its opportunities is lost because of faulty methods of instruction and lack of instruction and lack of proper proportions between physical and mental training.

The children in our public schools lack instruction in thought methods, chiefly because so many of the instructors themselves have never been taught to think properly. No study is made of the individual mentality of children and more attention is paid to a diversity of curriculum than to physiologic brain building and thoroughness in educational groundwork. The child who has gone over the prescribed course of study and received suitable marks, is regarded as having acquired a certain amount of knowledge, the result being that by the time graduation day arrives

these children in the higher grades have usually forgotten most of what has been learned in the lower. Children who have received a smattering of a number of useful things, and some useless fads, leave the school with a defective thinking apparatus and almost total ignorance of geography and other essentials and must perforce be consoled by a superficial knowledge of educational frills and furbelows. This would not be so bad, were it not that the golden opportunity for brain development and thought-training has been forever lost in the majority of cases, the child being compelled to at once bid farewell to school days and go to work to earn a living.

The most woeful features of all educational institutions, both public and private, is the lack of individual discrimination and selective instruction. A careful study of the individual pupil is rarely made and such attempts as are made in this direction are often frustrated, from the fact that most teachers have failed to inform themselves along the line of child study general and of child psychology in particular. A defect that could be greatly overcome by making the remuneration so lucrative that more teachers would take up the profession as a life work and prepare themselves better to educate in true channels and on scientific bases. Teachers should be brought to understand that the inculcation of thought method and the development of reasoning in the child should be the end and aim of the training of children. A single study, progressively mastered, simultaneously with the growth of the child's reasoning and power of observation, is of more real value than a whole curriculum studied for the purpose of bringing the child's alleged knowledge up to the graduation standard. Less pains would be taken to teach a child to "know" and more to teach it to "think." Perhaps the greatest defect of our educational system is the failure of most teachers to appreciate the fact that brain development is the chief function of education of childhood and youth.

Teachers not only fail to recognize this objective point of study method, but they also seem to be unaware of the physiologic truth that the special senses are not the only avenues through which to develop and mould the brain.

That a harmonious balance between physical and mental training is necessary to healthy brain growth, is not appreciated by a very great number of educators. Improper training of children makes defective brains. Badly developed, ill-nourished brains are not favorable soil for the development of a healthy moral sense and thought capacity.

A broad line of distinction should be drawn between delinquents and non-delinquents in our public schools. These institutions should not be made to bear responsibilities that should properly devolve upon reformatories. Incorrigibly bad children should be kept out of our schools altogether. They spread moral contagion and bad physical habits, from which well behaved children should be protected.

A single tough boy or girl may corrupt an entire school. The minds of children are plastic and respond only too readily to evil influences. It is obvious that expensive jails and legal machinery go hand in hand with a deficiency in number and effectiveness of quality of educational institutions for children. In support of the importance of physical training in the education of children, teachers should appreciate the fact that the brain is a motor as well as a thought organ. Mental training is admitted by all to develop the brain, but the potency of physical training in the same direction is not generally understood, hence educators follow the fatuous methods of brain building through the special senses alone. Disuse of a limb produces atrophy of the motor center that controls it. Conversely, use of the muscle, improves brain nutrition, not only in the more areas immediately concerned, but of the organ as a whole. In this improvement of nutrition, the frontal lobes participate. If, simultaneously with the improvement in brain nutrition, efforts be made in

the direction of mind building, the results will most assuredly be better than where mental training alone is relied upon. When the muscle movements involved in physical training are such as require skill, alertness, judgement of distance, quickness of eye and thought, the results are always better, for muscle building are here coincidental.

The effect of physical training upon, not only children but, adults is marvelous.

Increased intellectual power and pride of being and the consciousness of ability to do that that physical vigor imparts, are all sufficient rewards for the wise care and training of the body. No school that does not provide for a reasonable amount of physical training of its pupils is not worthy of a place among modern educational institutions yet, where are the public schools that can qualify in this respect? The department of physical culture in schools should be an appendage of a general department of hygienic instruction that should also embrace rudimentary anatomy and physiology. These various branches of instruction, aiming as they do to teach the pupil to know and care for himself, should not be regarded as fads, but as the very corner-stone of education.

In expatiating upon the advantages of physical training, I am by no means extolling the worship of muscle. The tendency of human nature is to glorify the extremes of intellectual and physical development. She popular standard of intellectuality is the degenerate genius, while the physical standard is the muscular freak.

The advantage of harmonious physical and intellectual development are not well understood. It is not wise to lay physical man as a burnt offering on the altar of genius, nor to sacrifice intellectual culture to physical development. It is the well balanced man and woman that furnishes the power that moves the world. The attempt to attain either the physical or intellectual ideal, as ordinarily measured, can bring only disaster—intellectual death on one hand and physical death on the other.

Manual and industrial training should at least have some attention. In the long run, labor is the most potent factor in our social system. Manual labor should be dignified, not degraded. The child should be taught the dignity and necessity of labor as soon as he is able to understand and should never be permitted to lose sight of the fact that his chief aim in life is such industry as will make him useful to the world.

It is a pity that society is daily drifting farther and farther from the idea. As conditions now are, the "genteel" occupations and professions are overdone and all clerical positions are overcrowded. The men who have useful trades are mechanics and the women who can and will do housework will be the kings and queens of future society.

Those who know how to do something and are not ashamed to do it, dominate eventually, for they are true independents. The plutocrat and the "would-be" with the hilly white palms, will one day rank as did the aristocrat of France during the Revolution. The same treatment may not be accorded them, but they will be compelled to render an account just the same.

We have drifted away from the simplicity and industry of our forefathers. The sons and daughters of the toilers have acquired just enough learning to cause them to despise honest labor. In the eyes of the latter-day youth, there is something undignified in the handling of the broom, something degrading in the screech of the carpenter's plane, something vulgar in the dust and soot that begrimes the brow of the man at the engine's lever, something discreditable about the blue overalls of the man who "does things." This sentiment is filling and while it endures will continue to fill, our jails, almshouses, hospitals, asylums and reformatories.

The sooner our children understand that our entire social system is primarily supported by the broad, calloused, brown palms of the hard working farmer, the better. Having

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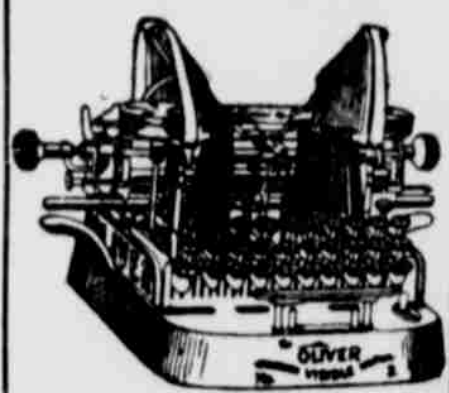
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